

KentuckyHistoricalSociety

The Home Front Effort and the Changing Tide

Lesson plan author: Bobbie Mason, Mt. Vernon Elementary

Intended grade level: 5th

Number of students: varies

Major content: U.S. History

Unit: World War II

Lesson length: Two or three 50-minute class periods

Context

- The 20th and 21st centuries have been rife with conflict. Since World War II, our communities have come together to support the war effort in new and creative ways. The roles of children and women have changed in our society dramatically. We have redefined the age of adulthood, the gender roles, and how the efforts at home affect the efforts on the battlefield.
- The use of the media has become an important point in our lives. This has been used to motivate, influence and determine how societies will react to situations.
- With World War II and the more recent conflicts, many factors are similar. What can we learn from the home front mobilization of World War II about how ordinary citizens can contribute? How can children participate? Can the idea of the home front effort associated with World War II still be relevant and applicable to today?

Standards

SS-05-5.1.1

Students will use a variety of primary and secondary sources (e.g. artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK3

SS-05-5.2.1

Students will identify historical documents, selected readings and speeches and explain their historical significance. DOK3

CCSS ELA –LITERACY-RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

Student Learning Target/ I Can Statement

- Student Learning Target: I CAN USE PRIMARY AND SECONDARY SOURCES TO DESCRIBE EVENTS AND INTERPRET PERSPECTIVES IN HISTORY
- Student Learning Targets: I CAN IDENTIFY HISTORICAL DOCUMENTS, SELECTED READINGS, AND/OR SPEECHES AND EXPLAIN THEIR HISTORICAL SIGNIFICANCE
- Student Learning Target: I CAN EXPLAIN THE _____ IN A HISTORICAL TEXT BASED ON THE SPECIFIC INFORMATION IN THE TEXT

Resources, Media and Technology

Jump Start Activity

Image "Happier Home Life" from *In Kentucky* magazine, Autumn 1945

Activity 1

- Excerpt of Fireside Chat from October 1942
- "Homeland Security — Every American Can Help" and released November 8, 2001, President George W. Bush
- Plant a Victory Garden poster
- Cooperative Group Roles

Activity 2

- [Ask History; Rosie the Riveter](https://www.youtube.com/watch?v=bU2tt1h53jM) (YouTube video. Click title or go here: <https://www.youtube.com/watch?v=bU2tt1h53jM>)
- [Rosie the Riveter](https://www.youtube.com/watch?v=D2E613J9m0I) YouTube video. Click title or go here: <https://www.youtube.com/watch?v=D2E613J9m0I>)
- Posters: Good Sister
- Poster: Longing WWII
- Poster: Soldier without Guns
- Poster: War Job
- Poster: Women Proud
- Poster: Women in WWII
- Poster: Nurse
- Poster: Victory Job
- Poster: Women Ordinance Worker
- Poster Analysis Worksheet
- Virginia K. Snawder Identification Badge
- Interview of Leslie Miller
- Cooperative Group Roles

Instructions

Jump Start

- Look at the image "Happier Home Life." Have students study this image. As a class have students brainstorm the significance of this photo. The focus of this activity is to get answers to the following questions: Who is being depicted? What time period might this be? What roles could each person be representing in the image? Use Visual Thinking Strategies to help improve critical thinking skills of the students as you begin this lesson. Ask, "What's going on in this picture?" "What makes you say that?" "Can we find more?" Facilitate discussion among students. Paraphrase their responses in a neutral manner. Be careful not to assign positive or negative comments to their responses. Link contrasting and complementary comments made by students. (10 minutes)

Activity 1

- Share with the students the excerpt from the Fireside Chat, Pres. Bush's announcement, and the Victory Garden. Have students divide into groups. Put students into groups of four to five students. Give Students Cooperative Group Roles sheet. Make sure that students realize that roles should be rotated after each section. Explain to the students that President Roosevelt made these 30 statements from 1933-1944. The "Chats" were the first media development that facilitated intimate and direct communication between the president and the citizens of the United States. These were in the form of a radio program that allowed Roosevelt to stop rumors and explain the reasons for social change. Next, read "Homeland Security — Every American Can Help," which was released November 8, 2001. Then have them study the poster. Students should then answer questions after each section. Have students record answers so that they can be shared

with the whole class. (50 Minutes)

Activity 2

- Students should be familiar with the term propaganda. If they are not, the term should be introduced and discussed. Discuss with students that the work roles for women were changed. Instead of being seen as a homemaker, women are encouraged to get jobs to help support the war effort. These jobs included working in both factories and in the Armed Forces.
- Let students watch the YouTube Video, Rosie the Riveter (song). (3 minutes) After listening to the song, ask students if they have ever heard of Rosie the Riveter. If they have, allow a volunteer to describe her. If not, then ask for volunteers to describe her based on the song. Then watch the YouTube video, Beyond Rosie. (4 minutes) Once the students have been engaged in the lesson, the teacher should explain that even though the women in the American workforce did have a tremendous impact on World War II, women played many other key roles during the war. Put students into groups of four to five each. Give students Cooperative Group Roles. Make sure that students realize that roles should be rotated with images. Pass out pictures to each group. Groups should have two to three pictures. Have groups discuss their posters. Then each group should complete the “Poster Analysis” sheet. Pay close attention to what qualities the posters have in common. Listen to the student groups to insure that the discussion might include characteristics of the poster such as:
 - 1 The number and impact of words
 - 2 A few large images
 - 3 A single color (in most cases) used for words that go together, what effect does that have
 - 4 Even lettering printed in straight lines
 - 5 A limited number of colors
 - 6 Use of symbols.

Groups should use this discussion to complete the poster analysis sheet.

Next show the Identification Badge. Do not tell students what it is. Have them use the clues from them posters to help them figure out what it is. Once, they have correctly identified the object; pose the question on if Virginia was motivated to go to work for Reynolds Aluminum from seeing the posters. After this discussion, share the Interview with Leslie Miller. Ask how this changes their position. (55 minutes) Students should choose one of the three areas (women at work, women at war, women at home).

- Students should then use the knowledge they have gained and the examples that the posters provide to make their own original poster for their chosen area. (50 minutes) This could be completed as an individual project at home or during class.
- Accommodations for IEP: Based on individual plan for student

Assessment Plan

In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable).

Objective/Assessment Organizer

Objective Number	Type of Assessment	Description of Assessment	Adaptations/ Accommodations
Objective 1	Formative	Document/Image Analysis Answers to questions	Extra time for students with IEP's/504's-Other accommodations will be implemented based on individual plan-*specific per school/school system
Objective 2	Formative	Document/Image Analysis Answers to questions	Extra time for students with IEP's/504's-Other accommodations will be implemented based on individual plan-*specific per school/school system

Impact

- Students will increase skills and knowledge of using primary source documents that are visual and in written form. In doing so, the student will increase critical thinking skills both individually and as a group member. Students will also be given opportunities to work in collaborative groups that will encourage students to be active participants. These activities are learner driven and focused on process.

Refinement / Lesson Extension

- Teacher will make adjustments as needed for implementation, based on the reflection. This lesson could be extended into the areas of Liberty, citizenship and Civic Responsibilities.

Jump Start Activity



HAPPIER HOME LIFE BETTER WORKING CONDITIONS

When excellent gas and electric service are available at low cost, the community benefits in many ways.

In the Northern Kentucky area, this is particularly true. The utility service to Covington, Newport and their adjacent cities is nationally famous for its reliability and its quality. And its rates, for residences and business, are as low—**or lower**—as those any place else.

The UNION LIGHT HEAT & POWER CO. Incorporated

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On the Home Front

Activity 1

Essential Question: How did involvement in the war affect the social, political and economic spheres of the home front?

Directions

As you read through and analyze the sources, answer the corresponding questions in complete sentences on a separate piece of lined paper.

Background

From 1933 to 1944, President Franklin Delano Roosevelt conducted 30 Fireside Chats. The “Chats” were the first media development that facilitated intimate and direct communication between the president and the citizens of the United States. These took the form of a radio program that allowed Roosevelt to stop rumors and explain the reasons for social change.

Fireside Chat 23:

On the Home Front (October 12, 1942) Franklin Delano Roosevelt

The President summarizes his perception of optimistic American attitudes after a two week, nation-wide trip, which left him in good spirits. Roosevelt addresses a variety of subjects, including women in the workforce, the need for peace after war, drafting eighteen-year olds, and trials for Axis leaders.

This is only an excerpt of the original transcript. This transcript contains the published text of the speech, not the actual words spoken. There may be some differences between the transcript and the audio/video content.

...The main thing that I observed on this trip is not exactly news. It is the plain fact that the American people are united as never before in their determination to do a job and to do it well.

This whole nation of one hundred and thirty million free men, women and children is becoming one great fighting force. Some of us are soldiers or sailors, some of us are civilians. Some of us are fighting the war in airplanes five miles above the continent of Europe or the islands of the Pacific - and some of us are fighting it in mines deep down in the earth of Pennsylvania or Montana. A few of us are decorated with medals for heroic achievement, but all of us can have that deep and permanent inner satisfaction that comes from doing the best we know how - each of us playing an honorable part in the great struggle to save our democratic civilization.

Whatever our individual circumstances or opportunities - we are all in it, and our spirit is good, and we Americans and our allies are going to win - and do not let anyone tell you anything different.

In order to keep stepping up our production, we have had to add millions of workers to the total labor force of the Nation. And as new factories came into operation, we must find additional millions of workers.

This presents a formidable problem in the mobilization of manpower.

It is not that we do not have enough people in this country to do the job. The problem is to have the right numbers of the right people in the right places at the right time.

We are learning to ration materials, and we must now learn to ration manpower.

The major objectives of a sound manpower policy are:

First, to select and train men of the highest fighting efficiency needed for our armed forces in the achievement of victory over our enemies in combat.

Second, to man our war industries and farms with the workers needed to produce the arms and munitions and food required by ourselves and by our fighting allies to win this war.

In order to do this, we shall be compelled to stop workers from moving from one war job to another as a matter of personal preference; to stop employers from stealing labor from each other; to use older men, and handicapped people, and more women, and even grown boys and girls, wherever possible and reasonable, to replace men of military age and fitness; to train new personnel for essential war work; and to stop the wastage of labor in all non-essential activities.

There are many other things that we can do, and do immediately, to help meet (the) this manpower problem. The school authorities in all the states should work out plans to enable our high school students to take some time from their school year, (and) to use their summer vacations, to help farmers raise and harvest their crops, or to work somewhere in the war industries. This does not mean closing schools and stopping education. It does mean giving older students a better opportunity to contribute their bit to the war effort. Such work will do no harm to the students.

People should do their work as near their homes as possible. We cannot afford to transport a single worker into an area where there is already a worker available to do the job.

In some communities, employers dislike to employ women. In others they are reluctant to hire Negroes. In still others, older men are not wanted. We can no longer afford to indulge such prejudices or practices.

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1. Who did the President include in the fighting force?

 2. How did children and other non-combatants contribute to the war effort?

 3. How might that message help the war effort?

 4. Do you think this message and media format would get the same outcome today? Why or why not?

Source B

On the Home Front

In an announcement titled “Homeland Security — Every American Can Help” and released November 8, 2001, President George W. Bush declared, “I call on all Americans to serve by bettering our communities and, thereby, defy and defeat the terrorists.”

Homeland Security - Every American Can Help Today's Presidential Action

- Americans are looking for ways to get involved in the war against terrorism on the home front. The President announced two new initiatives today to give citizens new opportunities to support Homeland Security efforts, and to help every American better prepare to respond to terrorist attacks.
 - The President announced that the Corporation for National and Community Service (CNCS) will support homeland security in the coming year in three major areas: public safety; public health; and disaster mitigation and preparedness. CNCS proposes to mobilize more than 20,000 Senior Corps and AmeriCorps participants in FY 2002 to support these efforts.
 - President Bush also created the Presidential Task Force on Citizen Preparedness in the War Against Terrorism. Within 40 days, the Task Force will make recommendations to help prepare Americans in their homes, neighborhoods, schools, workplaces, places of worship and public places from the potential consequences of terrorist attacks. The Task Force will also recommend ways for Americans to support local officials, including in police departments, fire departments and community health centers, who are often the first to respond to a terrorist attack. The Task Force will be co-chaired by the President's Homeland Security and Domestic Policy advisers and will consist of the relevant Federal agency heads.
5. What kinds of involvement were President Bush was asking all Americans to do?
6. Based on the tasks in the Action, which ones would be suitable for younger citizens?

Source C



7. Describe the poster. What is happening in the picture? Why do you think this action was made into a poster?
8. This was distributed during World War II in an attempt to bolster the war effort. What message is it supposed to convey? How might that help the war effort?

Closure

Please respond to the following prompt using the ideas shared in this lesson.

9. Since the beginnings of our nation, Americans have been expected to contribute to war efforts. In what ways did noncombatants contribute to a war effort during World War II? Do you agree with this expectation of service and sacrifice? Why or why not?

Activity 2









Longing won't bring him back sooner...

GET A WAR JOB!

SEE YOUR U. S. EMPLOYMENT SERVICE

WAR MANPOWER COMMISSION



**Women . . .
our wounded
need
your care !**

YOU can serve as
medical technicians,
surgical technicians,
and in other Army
hospital assignments

**Join a
hospital
company**

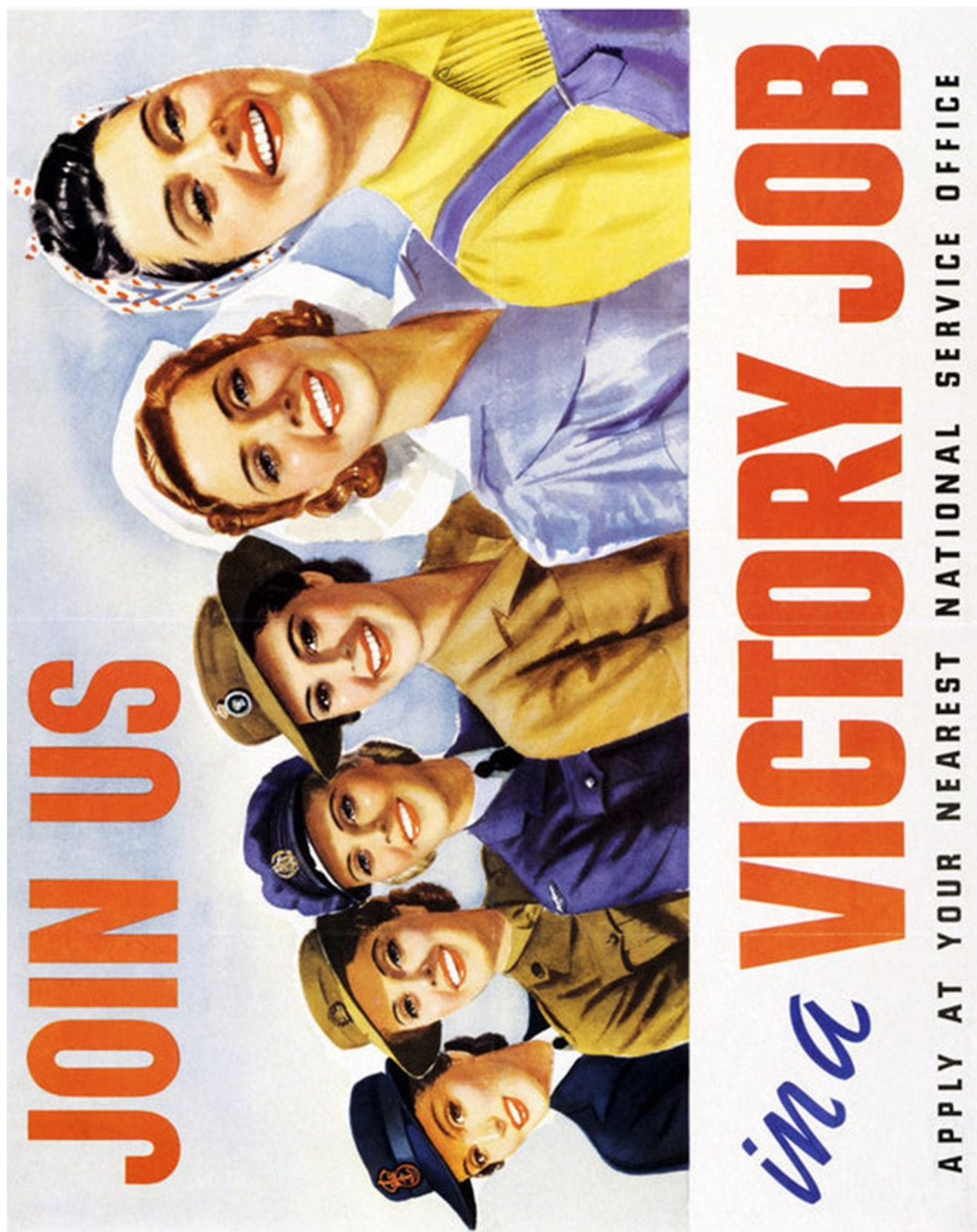


OTHER ASSIGNMENTS AVAILABLE AT ARMY AIR SCHOOL,
GROUND FORCES, AND SERVICE FORCES INSTALLATIONS

WOMEN'S ARMY CORPS

For information apply to any U. S. Army Recruiting Station or your local Postmaster

U.S. ARMY - 1945



**“I’ve found the job
where I fit best!”**



**FIND YOUR WAR JOB
In Industry – Agriculture – Business**

One Hour No. 20. Although women may be advised and urged to the Bureau of War Relocation, Office of War Relocation, Nipponia, I. L.

U.S. GOVERNMENT PRINTING OFFICE: 1942





BOOK No. 198
PRICE 10 CENTS

Knit for Victory



**WARM WOOLS
FOR THE
LONG WATCH**







"I don't think the grown children helped financially after they left home," Miller said. "The family was poor. My mother told me she used safety pins to pin her shoes together. My uncle, Henry Walton Snawder, lied about his age so he could join the Navy during World War II. He sent money home to help his mother.

"My mother was forced to drop out of school because they needed additional income. She had gone to Shawnee High School in Louisville. This broke her heart; she loved school and she always loved to read. She was a good student. When she was about 18, she got a job at Reynolds Metal in Louisville," said Miller.

"I remember my mother telling me that she decided to learn to weld so she could make more money. I have nothing to verify this, but I believe that she probably was a welder. She was very strong-willed and intelligent and was always willing to try new things. Nothing could hold her back from whatever she decided she wanted to do."

Cooperative Group Role Cards

<p>LEADER</p> <p>Makes sure that every voice is heard Focuses work around the learning task</p> <p><i>Sound bites:</i></p> <ul style="list-style-type: none"> • <i>Let's hear from ____ next."</i> • <i>"That's interesting, but let's get back to our task."</i> 	<p>RECORDER</p> <p>Compiles group members' ideas on collaborative graphic organizer Writes on the board for the whole class to see during the presentation</p> <p><i>Sound bites:</i></p> <ul style="list-style-type: none"> • <i>"I think I heard you say_____; is that right?"</i> • <i>"How would you like me to write this?"</i>
<p>TIME KEEPER</p> <p>Encourages the group to stay on task Announces when time is halfway through and when time is nearly up</p> <p><i>Sound bite:</i></p> <ul style="list-style-type: none"> • <i>"We only have five minutes left. Let's see if we can wrap up by then."</i> 	<p>PRESENTER</p> <p>Presents the group's finished work to the class</p> <p><i>Sound bite:</i></p> <ul style="list-style-type: none"> • <i>"How would you like this to sound?"</i>
<p>ERRAND MONITOR</p> <p>Briefly leaves the group to get supplies or to request help from the teacher when group members agree that they do not have the resources to solve the problem.</p> <p><i>Sound bites:</i></p> <ul style="list-style-type: none"> • <i>"Do you think it's time to ask the teacher for help?"</i> • <i>"I'll get an extra graphic organizer from the shelf."</i> 	

1.	What are the main colors used in the poster?	
2.	What symbols (if any) are used in the poster?	
3.	If a symbol is used, is it	
	a. clear (easy to interpret)?	
	b. memorable?	
	c. dramatic?	
4.	Are the messages in the poster primarily visual, verbal, or both?	Limit response for each question to 2 lines of text
5.	Who do you think is the intended audience for the poster?	
6.	What does the Government hope the audience will do?	
7.	What Government purpose(s) is served by the poster?	
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?	